

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other  
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Sister Margaret Van Velzen

Official School Name: St. Hugo of the Hills

School Mailing Address:  
380 E. Hickory Grove Road  
Bloomfield Hills, MI 48304-1745

County: Oakland State School Code Number\*: N/A

Telephone: (248) 642-6131 Fax: (248) 642-4457

Web site/URL: http://www.sthugo.k12.mi.us E-mail: mvanvelzen@sthugoschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Sister Mary Gehringer

District Name: Archdiocese of Detroit Tel: (313) 237-5777

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Brian Henry

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

Does not apply to private schools

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 33 Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	46	44	90
K	20	27	47	8	39	50	89
1	36	33	69	9			0
2	35	49	84	10			0
3	31	37	68	11			0
4	38	52	90	12			0
5	46	42	88	Other			0
6	45	46	91				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				716

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
2 % Two or more races
<b>100 % Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1.	762
(5)	Total transferred students in row (3) divided by total students in row (4).	0.009
(6)	Amount in row (5) multiplied by 100.	0.919

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 2

Number of languages represented: 1  
Specify languages:

Portuguese

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

We do not apply for subsidy. If we know that a family is having financial difficulty, we help them privately.

10. Students receiving special education services: 2 %

Total Number of Students Served: 13

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>39</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 26 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	94%	94%	94%	95%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	3%	2%	7%	9%	11%

Please provide all explanations below.

Normally, absenteeism is very low. There are times, when due to childhood illnesses, such as colds, sore throats, or flu, more children are absent.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	%

## PART III - SUMMARY

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St. Hugo of the Hills School is a very special school not only because it offers countless advantages to its 716 students who perform at a high level, as this report evidences, but also because feedback from neighboring schools tells us that St. Hugo students are exceptionally well prepared for high school and for attendance at prestigious colleges and universities after high school.

The students, for the most part, live in Bloomfield Hills, West Bloomfield, or Troy. Their parents, many of whom are professionals, are of a cultural and economic mix. Many of them attended Catholic school themselves and want a Catholic education for their children. They believe that the St. Hugo environment lays a strong foundation for a rich and full educational future and sets in motion preparation for productive life's work.

Visitors walking down the corridors of the school would be impressed with the wide variety of meaningful educational experiences going on. In many rooms, they would see teachers using state-of-the-art technology to enhance various lessons. They might hear one of the bands practicing a new piece for a Christmas concert, or sixth graders preparing for their spring musical. They might see students in gym class exercising or witness young artists at work. Perhaps visitors would notice small groups of students working with a resource teacher in math or reading, or see a full-time counselor meeting with an individual student. Visitors to the school might not be able to tell exactly what the teacher sitting on the floor with a select group of little ones around her is teaching, but if a student in that room confirmed that these visitors were observing a "peach" class, they would be in the know. A science experiment may be in progress in the lab, or a work of literature brought to life in an English class. On a holyday, visitors could attend liturgy in church with the entire school body. Some rooms may be empty because the students are on a field trip or attending a symphony or play. An empty room may also suggest that a class is in the library doing serious research or enjoying the plethora of reading or listening delights. There is much to see, hear, and enjoy in this rich educational environment. All of these sights, sounds, hands-on experiences and artistic or dramatic expressions contribute to the excellence of St. Hugo School.

A St. Hugo education aspires to develop students who look and feel beyond themselves and who are sensitive to the needs of others. To this end the school community has adopted and continues to support a sister school in Detroit. Students are significantly invested in this endeavor. Over the years they have collected books for Holy Redeemer School's classrooms and its library. Students have held bake sales and taken up special collections to raise funds for significant purchases such as student textbooks, playground equipment, and the rental of a copy machine for the school office. In addition, St. Hugo students have provided Christmas gifts for Holy Redeemer kindergartners and have invited groups of older students to visit the school campus. This exchange has always proved to be a meaningful learning experience for all, building friendships over lunch and throughout the day together.

Last year, in a determined effort to foster a more loving spirit within the student body by working to combat bullying and mean behavior, a new program was adopted. By special invitation from the school principal, Marcia McEvoy, PhD was invited to conduct an all-day anti-bullying workshop for the faculty. To solidify her work here, she returned to talk to all of the students and to meet with parents in an evening presentation. A record crowd was present. Together, staff, students, and parents were prepared to move forward in this endeavor. The program has been evaluated and updated this year. Teachers find that students are more aware of their behavior at this time, and that they are continuing to grow in a more loving spirit.

The St. Hugo School mission statement concludes with the words, "It Must Be Different With Us." Students speak these words aloud after the Pledge of Allegiance each day. The school's mission is twofold: to provide

students with an outstanding curriculum, and to strengthen Catholic teachings, challenging students to live as Catholic Christians in today's world. Truly, it must be different with us!



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

As an archdiocesan school, St. Hugo of the Hills is not required to participate in the state assessment system. The school does, however, use a standardized testing program - the IOWA TEST OF BASIC SKILLS (ITBS) in grades 2 through 7, and the Cognitive Abilities Test in grades 1, 3, 5, and 7. As a standardized test, the ITBS procedures and scoring methods are nationally normed and allow for year-to-year comparisons. Individual scores are combined to show group performance. With the archdiocese, we hold that a combination of standardized test results and teacher and classroom assessment provide the best opportunity for schools to create the most effective learning environment.

Looking at the St. Hugo test scores in reading, which includes comprehension and vocabulary, it is evident over the last five years that students have grown in their knowledge of words and their proficiency as readers. An example of this growth is noted by comparing grade equivalents (GE) from 3rd grade 4.3 in 2004 with 7th grade 9.9 in 2008. The percentile rank for St. Hugo 7th graders in Reading is 81.

Math tests for grades 2 through 7 measure students' understanding of math concepts, estimation, mathematical processes, and relationships. Problem-solving and data interpretation include multi-step word problems which measure the students' ability to analyze and interpret charted data, tables, and graphs. Math computation measures each arithmetical operation. Current 7th grade GE scores increased from 3.9 in grade 3 to 9.8 in grade 7. The percentile rank for 7th graders in Math is 82.

The long-term pattern has been that test scores have remained high over a five year period. This pattern points to a strong instructional program implemented by a staff of highly qualified teachers. Remaining stable for so many years, the scores are exceptional, and social studies and science scores are high; the correlation is clear. Math scores, though not as high as reading, are still very high when compared to national results.

In individual cases, students are tested in a one-on-one situation where there are suspected learning problems which result in more individual programming. These students are monitored as they progress through the grades.

### 2. Using Assessment Results:

Soon after receiving the Iowa Test results, teachers and administrators meet for the purpose of studying those results. Together with teachers at their own and the next grade level, the teachers formulate a plan for areas in the curriculum that test results indicate need re-teaching, review, or more drills. Documentation from these sessions is kept by grade level coordinators as a way of tracking progress.

An analysis of last year's Grade 2 test results, for example, targeted two areas: English and mathematics. In the area of English, teachers agreed that lesson plans should continue to incorporate daily drills on the writing conventions of capitalization and punctuation. In the math area, teachers called for the inclusion of more word problems, particularly those dealing with "more than" and "less than," and recommended that mental math exercises be part of the math routine as a way of strengthening that skill.

Finally, studying the results of the High School Placement Test taken by 8th graders helps teachers fine tune their lessons, focusing on material needing more review or explanation.

### **3. Communicating Assessment Results:**

After the Iowa Tests of Basic Skills are scored and sent back to the school, one copy of each Profile Narrative Report goes to the classroom teacher for the student's file, and one is sent home to each parent and/or guardian.

On the Profile Narrative Report appear the Composite (Reading, Language, Math, Core Total) and Social Studies, Science, and Information Sources. The composite score describes the student's overall achievement. For example, if a student's standard percentile rank is 96, it means that he or she scored higher than 96 percent of his or her grade nationally. Total scores in Reading (Vocabulary and Comprehension), Language (Spelling, Capitalization, Punctuation, Usage, and Expression), and Mathematics (Concepts and Estimation, Problem Solving, and Data Interpretation) are given. Social Studies, Science, and Information Sources are also included; each is totaled and figured in the Composite.

In addition to the visual portion of the Profile Narrative informing the school counselor, teachers, and parents about the student's achievement on the tests, there are also notes that explain the student's overall achievement when compared with other students in the same grade nationwide. Areas of relative strength are noted; areas of weakness are cited as well.

The school principal also sends a letter to parents regarding the test results. The letter includes comments on student performance in the context of the school-wide testing program, and it advises the parents to keep the profile narrative each year to note growth.

Local principals share summaries and encourage one another with ideas and ways to improve educational outcomes.

School performance results are readily available to prospective parents seeking that information.

### **4. Sharing Success:**

Success stories and noteworthy accomplishments of former St. Hugo students are frequently published in "School News," a column in the *St. Hugo Herald*, a parish publication. A recent column featured news from the mother of a former student who sent word that her son had been selected from the University of Pennsylvania to study for six months at Cambridge. He is one of only fifteen students accepted worldwide. How proud we were to share this good news!

Area high schools often send lists of former St. Hugo students on their Honor Rolls. Year after year, area high schools rate St. Hugo students among the best prepared. We are happy to publish the names of these individuals in these communications: the Monday Bulletin, the weekly parish publication, Edline, weekly classroom newsletters, and local newspapers whenever appropriate. Long after students leave St. Hugo School, we continue to hear good things about them ~ graduation from medical school, a successful science research project, active commitment to preserving the environment. They continue to make us proud! Affirmations and encouragement of parents bolster us, such as one comment heard recently from a family new to the school this year: "Your school has vision and stability."

Last year, St. Hugo School's policy regarding student postings on the MySpace website received local, national, and international coverage in newspapers and on television. School administrators from other states called to discuss our policy and to commend us on the stance we took.

In September 2007, St. Hugo School was again in the news. The day began as a normal Wednesday morning, but when seven students became ill and local authorities called for an evacuation of both the church and

school, our Crisis Plan was put to the test. Quick and clear thinking coupled with incredible orchestration resulted in moving the entire student body to a place of safety within an hour. It was found that nothing in the church or school caused the illnesses.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum of St. Hugo of the Hills School is broad-based, comprehensive, and characterized by a spiral methodology of introduction, reinforcement, and refinement. Subjects making up the school's core curriculum include religion, language arts, math, science, social studies, Spanish, art, music, and physical education.

**Religion:** The four pillars of the Catholic Church are the foci: Creed, Sacraments, Morality, and Prayer. Catholic teachings are introduced and reinforced each year as students grow, develop, and mature in their faith. Sessions on Scripture and the Liturgical Year are part of the spiral methodology as well.

**Language Arts/Literature:** The curriculum is based on the four components of language arts: reading, writing, listening, and speaking. Developing clear and proper communication skills is the goal of the language arts program at all grade levels. Creative thought and expression are cultivated; reading for both knowledge and pleasure is encouraged.

**Math:** The learning process in math, too, is a spiral, rather than a linear progression. Each year's curriculum begins with review and is followed by the introduction of new material. This facilitates the learning process and encourages students to apply prior knowledge to new concepts. Pre-algebra in grade 7 and algebra in grade 8 prepare junior high students for high school mathematics and assist students in developing more complex problem-solving skills.

**Science:** Four areas of study in science are biology, chemistry, physical science, and earth science. Observations and concepts in all of these areas become more complex as the students' ability to comprehend increases. As students gain an understanding of themselves in the context of the world around them, they are challenged to see their own responsibilities and assume their roles as stewards of creation. Recycling is practiced, and the concept of sustainability is emphasized as part of stewardship.

**Social Studies:** This program uses a cross-curricular approach to the study of social studies by incorporating art, science, literature, and religion. A primary objective of the social studies curriculum is to prepare students to be responsible individuals who realize that they do impact history as members of their various communities. Promoting geographic literacy, emphasizing historical development, and celebrating cultural diversity are additional, significant social studies goals.

**Spanish:** The Spanish program in grades 7 and 8 gives students a basic understanding of the Spanish language and culture. The emphasis is on conversation, reading, and writing. The foreign language curriculum meets the requirements of the NCLB-BRS program. In K-3 students learn basic Spanish expressions and vocabulary. Students enjoy games, songs, and role-playing.

**Art:** The art program in grades 4-8, both educational and expressive, is taught in a large, well-equipped art facility. It offers a discipline-based art instruction. Studying art raises students' awareness of the beauty of God's creative forces in the world around them. Students in grades K-3 have art in their classroom once a week.

**Music:** The music program is diverse, featuring classroom music, recorder instruction, choral singing, and musical performances. At the junior high level, music and drama are combined as students prepare an elaborate, first-rate, staged musical production. Additionally, a comprehensive instrumental music program for students in grades 4-8 includes Beginning, Intermediate, Advanced, and Jazz Bands.

Physical Education: Systemic physical education helps achieve five objectives: the development of motor skills and movement competence, personal health and wellness skills, an understanding of human movement principles, lifetime activity skills, and the attainment of positive social skills.

#### **2a. (Elementary Schools) Reading:**

Reading teachers use a multi-faceted approach, integrating basal readers, literature, and various supplementary materials (both remedial and enrichment), to meet the four basic goals of the reading curriculum. The basal reader is from the McGraw-Hill Series. This series was selected because it offers a phonological emphasis, and we consider phonics a key component in the teaching of reading. The program includes easy, on-level, and challenge-level independent supplemental material, thus allowing us to meet the needs of students at all ability levels. Also included with this series is a computer software component featuring reading comprehension tests. Finally, this series includes curriculum-coordinated grammar and spelling tests.

Students in the primary grades work in small ability-based groups. They are divided into four or five ability levels and receive the remediation or challenge they require. In the upper grades, teachers strive to develop each student's appreciation of fine literature and his or her ability to communicate well with others.

Our goal as a school is to produce readers who are able to construct meaning from the printed word. All reading teachers work to develop each child's independent level of reading, each child's enthusiasm for reading, and each child's exposure to a wide selection of literature available through various genres.

#### **2b. (Secondary Schools) English:**

This question is for secondary schools only

#### **3. Additional Curriculum Area:**

St. Hugo of the Hills School has built and maintained a comprehensive network of up-to-date computer software and hardware used by all students. There is at least one computer in each classroom, a bank of networked computers in the library, and two instructional computer labs: a 34-seat lab used for students in grades 5-8 and a smaller 16-seat mini-lab used for grades K-4. Additional instructional equipment includes scanners, digital still and video cameras, and networked laser, color laser, and inkjet printers. Additional color printers are available in all primary classrooms. Every grade level has a polyvision walk-and-talk interactive panel with a projector system to assist them in differentiated learning. Software and programs used in integrating our curriculum are: United Streaming, video and online teaching resources, Brain Pop, and *World Book* online.

Computers throughout the building provide access to the Internet and to numerous online databases and educational software programs. The school's Intranet also gives every family access to the school's online account and remote access to *World Book*, an online multi-media encyclopedia. Data encryption protects the computer user's privacy.

At the beginning of the 2007-2008 school year, we began using an online software program called EDLINE. This program allows teachers to securely post classroom news and assignments and to communicate with parents via e-mail. Many parents experienced first-hand the effectiveness of this system during an emergency evacuation of the church and school last year.

St. Hugo also uses a centralized media delivery system to enhance classroom instruction. Each instructional space has a 32" monitor to present information to the class. The monitors are connected to cable and

educational television programming, CD-ROM, or DVD/video. Additionally, the classroom computer can be used in conjunction with the large-screen monitor to display Power-Point presentations, Internet connections, or computer software programs.

A live broadcast cart with an audio mixer and digital video camera makes student-broadcast news and announcements possible.

#### **4. Instructional Methods:**

Teachers utilize multiple instructional approaches. In kindergarten and the primary grades, instruction promotes active participation through the incorporation of small and whole group learning activities. To facilitate small group instruction, children are grouped by ability for math and reading. Students at all grade levels use a wide variety of math manipulatives and science explorative materials. Kinesthetic learners gain from this hands-on approach. All classrooms are equipped with special sound system technology that ensures a uniform distribution of sound throughout the room. Certainly, auditory learners benefit from this environment. Teachers at every grade level utilize ELMO projection units to support and enhance group activities. A lesson on money, for example, might begin by displaying real coins on the ELMO and projecting them onto a large LCD screen. Students become engaged in the lesson by taking turns moving or changing the coins to create different combinations. In this way the visual learner enjoys a unique, hands-on experience of manipulating the money. In addition, key rooms at each grade level are equipped with LCD projectors that support a versatile and valuable software program called Easiteach. This program can accommodate interactive visuals and cross-curricular activities all in one lesson. While reading a classroom novel set in the Metropolitan Museum of Art in New York City, for example, a reading teacher might create an Easiteach lesson that incorporates a virtual tour of the museum followed by a cross-curricular "click and drag" mapping activity and an interactive game board featuring vocabulary words from the story. All slides created in the lesson can be saved for future use or printed as student handouts.

#### **5. Professional Development:**

Faculty members participate in all school-sponsored, in-service training, such as learning to integrate specific technology for use in curriculum mapping. They are encouraged to grow professionally by reading, studying, and developing and maintaining professional contacts. To this end, the school provides a professional development allowance or tuition reimbursement of \$500 per calendar year for full time teachers. This stipend supports professional growth and helps teachers defray some cost of graduate study.

The Archdiocese of Detroit requires that teachers complete a Teacher Action Plan and an Appraisal for Professional Growth form at the beginning of each school year as well as an Annual Record of Professional Development form to be completed in June. These forms document information such as hiring date, number of years teaching at St. Hugo, number of years teaching in the archdiocese, total number of years teaching, degrees, certification data, catechist certification, etc. The Developmental Plan of Action portion of this paperwork asks the teacher to state his or her goals for the year in the following areas: spiritual growth, professional growth, and teaching effectiveness. A Goal Log in which the teacher lists what he or she has done to accomplish each goal completes this appraisal. The Annual Record of Professional Development includes those areas of professional development not encompassed in annual goals, such as Automatic Electronic Defibrillator (AED) training, to name one area. The evaluator comments on the teacher's goals and accomplishments. Setting and achieving goals contributes to teacher proficiency, while practical, realized goals impact students' success.

#### **6. School Leadership:**

A forward-thinking principal, delegated by the pastor, runs the parish school. The assistant principal supervises teachers, keeps faculty files current and complete, and assists the principal in myriad ways. The

office manager and the school counselor assist in the smooth operation of the school. The principal designates grade-level coordinators and, along with the counselor, meets with them every one or two weeks to ensure that all students' needs are being met. Department chairs are also appointed by the principal and help with curriculum planning and textbook selection. The principal represents the school at parish Education Commission meetings and also hires teachers and support staff. Rarely, but when necessary, does she not renew contracts. Over the last few years, the principal has demonstrated vision with the construction of a Head End Room, built in 2002, which coordinates the technology used throughout the school. Teachers attend training sessions to ensure that the equipment is used to its greatest potential.

At this time, we are developing plans to maintain enrollment in kindergarten and the primary grades. Kindergarten, for example, has 47 students in half-day sessions. The principal, along with the pastor, the PTG, and other parents and teachers, has worked on a plan to increase enrollment at this level by exploring interest in a full-day kindergarten as well as a junior kindergarten. Based on baptismal records, letters were sent to all parish families who have children turning five years old by September 1, 2009. The plan is to use one first grade classroom and the teacher therein to teach those students who were not old enough to attend our kindergarten this year because their birthdays fall after St. Hugo's deadline of September 1, 2003 and before December 1, 2003 (the state deadline). One of the two kindergarten rooms would be designated for young fives (birthdays falling after September 1, 2004) and the other as two half-day sessions for children meeting our age criteria. With the positive feedback already received, the principal has been busy planning its implementation. The principal and other school leaders believe that the future success of our school begins in kindergarten.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3803</u>	<u>\$3803</u>	<u>\$3803</u>	<u>\$3803</u>	<u>\$3803</u>	<u>\$3803</u>
K	1st	2nd	3rd	4th	5th

<u>\$3803</u>	<u>\$3803</u>	<u>\$3803</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th

<u>\$0</u>	<u>\$0</u>
12th	Other

4. What is the educational cost per student? \$ 4825 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1022
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
13 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
100 %



## PART VII - ASSESSMENT RESULTS

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### ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	66	60	63	71	68
Number of students tested	67	93	88	89	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                                      Grade: 2    Test: Iowa Test of Basic Skills  
Edition/Publication Year: Form A/2001    Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	76	72	79	80	81
Number of students tested	67	93	88	89	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	71	67	84	75	80
Number of students tested	85	85	85	92	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	75	77	82	81	84
Number of students tested	85	85	86	92	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	69	77	76	81	81
Number of students tested	88	94	94	96	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading Grade: 4 Test: Iowa Test of Basic Skills  
Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	78	79	85	85	87
Number of students tested	88	94	94	96	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	79	74	81	82	81
Number of students tested	93	93	94	90	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	78	77	85	86	87
Number of students tested	93	93	94	90	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Mathematics

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	68	67	76	74	85
Number of students tested	88	62	95	83	87
Percent of total students tested	100	66	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

For the 2006-2007 for grade six, a teacher failed to have his class take all three sections of the math test. Therefore, only 62 of 94 students are included in the total.

Subject: Reading

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	75	75	79	78	84
Number of students tested	88	94	95	83	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	77	78	84	88	83
Number of students tested	92	95	81	91	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	83	85	87	86	87
Number of students tested	92	95	81	91	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

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